

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter attempts to discuss all literatures related to the research. The discussion covers Autonomous Learning, Autonomous Learning in English Language Teaching, English Independent Study (EIS), and Mentoring Program 2015 in University of Muhammadiyah Malang.

#### **2.1 Autonomous Learning**

Learning begin with one's curiosity and willingness to solve it (Nunan, 2000). Chitashvili (2007), explain autonomy is as follows:

“Autonomy is a complex socio-cognitive system, manifested in different degrees of independence and control of one's own learning process, involving capacities, abilities, attitudes, willingness, decision making, choices, planning, actions, and assessment either as a language learner or as a communicator inside or outside the classroom. As a complex system it is a dynamic, chaotic, unpredictable, non-linear, adaptive, open, self-organizing and sensitive to initial conditions and feedback.”

The definition about Autonomous Learning is the first introduced by Henri Holec, as the “father” of autonomous learning. His notion about autonomous learning explained as “the ability to take charge of one's own learning” (1981, in Miyahara, 2005). He further stated that, “the word ability means capacity, and the term to take charge means take a responsibility” (Holec, 1981, in Kamberi, 2013). In other words, this way of learning depends on the capacity or ability of the learner and it must be included their responsibility of every single action toward their cognitive development in a learning process.

Implications of autonomous learning also affected in educational field, especially in English Language Teaching. As Inayati (2015) stated, there is a limited exposure to practice English for Indonesia's student, thus students' should have extra practice in English, also willingness to acquire the language inside or outside the classroom. Here is the bridge to have deeper discussion about Autonomous Learning in English Language Teaching.

### **2.1.1 Autonomous Learning in English Language Teaching**

As numerous definitions along with the researchers are emerge towards autonomous learning in English language teaching (Inayati, 2015; Kamberi, 2013; Balçıkanlı, 2010; Chitashvili, 2007; Benson, 2001; Miyahara, 2005; Hughes, 2003), Miyahara (2005) points out that autonomy is multifaceted concepts, where can be seen from various aspects. Autonomous learning leads student in life-long endeavor and attempts to practice in way to be independent; both parties are student and teacher. Fostering autonomous learning in English language teaching especially for Indonesia where English merely as Foreign Language (FL) is quite challenging (Inayati, 2015).

Benson (2001, p. 8), the history of autonomy in language teaching is as follows:

“The concept of autonomy first entered the field of language teaching through the council of Europe's Modern Language Project, established in 1971. One of the outcomes of his project was the establishment of the Centre de Recherches d'Applications en Langues (CRAPEL) at the Univesity of Nancy, Franch, which rapidly become a focal point for research and practice in the field. Yves Chalon, the founder of CRAPEL, is considered by many to be the father of autonomy in language learning. Chalon died at an early age in 1972 and leadership of CRAPEL was passed to Henry Holec, who remains a prominent figure within the field of autonomy.”

It is clear that the key challenge for autonomy are independence to learn and take a control on it. And the concept of this notion is not unexpectedly becomes a learner autonomy, but there is a process on it. Therefore, a process can be seen by many aspects. Chitashvili (2007) asserted the aspects including: class work, homework, teacher-led autonomy, teach yourself, full autonomy and naturalistic immersion. Those aspects are in chronological, starting from the less degree of autonomous learner, until the complicated degree of autonomous learner. He stated that, autonomous learner who still in teacher's strong interference, they will learn language by the task that given by teacher, for instance: homework, class work, teacher-led autonomy. Those activities are kind of an order; the teacher asked the student to do some extra activity in order to increase student's ability. On the other hand, full autonomous learner having initiative to start the process of learning by themselves, for instance: teach themselves or naturalistic immersion. The students are put in the front their knowledge to develop their skill. They are naturally wants to obtain a deep understanding of language and without any hesitant try to use it.

Another expert of autonomous learning stated, "autonomy in learning is about people taking more control over their learning in classrooms and outside them" (Benson, 2001, p. 11). He points out that learning for autonomy learner can be everywhere, coming from whoever (teacher or by student-self), the matter is the way student carried out their learning to be independent. These notions are in line with Nunan (in Chitashvili, 2007) who classified an autonomous learner by five steps. He has divided 5-level to develop a learner autonomy, starting from the

lowest level of beginner until the highest level of learner autonomy. Those levels are awareness, involvement, intervention, creation, and transcendence.

**Table 2.1 5-Level of Autonomous Learning by Nunan**

Level	Learner action	Content	Process
Level 1	Awareness	Learners are made aware of the pedagogical goals and content of materials they are using	Learners identify strategy implications of pedagogical tasks and identify their own preferred styles/strategies
Level 2	Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer	Learners make choices among a range of options
Level 3	Intervention	Learners are involved in modifying and adapting the goals and content of the learning program	Learners are modify and adapt tasks
Level 4	Creation	Learners create their own goals and objectives	Learners create their own learning tasks
Level 5	Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond the classroom and are functioning as a fully autonomous learners	Learners become teachers and researchers

*Adopted in Nunan; 2000*

Nunan (2000) in the table points out the level of the autonomous learner, which is in the first level is awareness, the learner is trying to figure out the activities that suitable with them. Learner is looking for their comfort zone, so they can identify what kind of the ways and goals that they want to settle. Second level is involvement. Starting to get involved and deeper toward their EIS activities that they already settle, also they can decide what kind of EIS activities, which can help them in acquiring language. In this level, not only get involved on

the way of learning activities of EIS, but also adapting and make a slight change towards the material or the activities, namely intervention as the third level. Up to the high level in the fourth level is creation. The learner is greatly out of the box. They can inventing a new ways of learning from EIS, and logically set their target. The last level is transcendence. As Nunan (2000) asserted in the table, “learner is beyond the classroom... became teachers and researchers”. It is clearly enough to state that they are extremely independent to search the material, teach their self, assess themselves, and make a feedback about what they have done about the learning process and EIS.

The matter of this notion of autonomous learning in English language teaching is the purpose in which reflected in the principle proposed by Miyahara (2005), “...are able to take an active roles in the learning process, initiating, and generating new ideas rather than simply reacting to various stimuli.” This concept is in line with English Independent Study by Inayati (2015), in which she proposed that student has an initiate to do independent study in order to resolve the limited exposure from learning English. These framework leads reader to get more information about English Independent Study.

### **2.1.2 English Independent Study**

In this era, it cannot be denied that many researchers are promoting English Independent Study (EIS) to the student in order for giving more chance for acquiring language outside the main activity in the class (Balcikanli, 2010; Kamberi, 2013; Inayati, 2015; *et al*). According to Inayati (2015) defined an EIS is student’s control thoroughly with their trial and error to achieve their English

skill within acquiring language. The key point here is student's control. Where the student's control idea is in line with definition of autonomous learning that introduced by some expert.

The idea of EIS is emerge because of the lack experience to be in contact with English that happened for some EFL student. Due to the same idea of EIS, some people are defined EIS as autonomous learning and vice versa. However, EIS is more specific about student's ability for acquiring language freedomly. Applying EIS or autonomous learning in language teaching is quite challenging. This notion is new in educational field, especially in Indonesia (Inayati, 2015). Thus, autonomous learning functioned as "nurture lifelong learning of English independently among students" (Inayati, 2015).

According to Inayati (2015), student less English exposure should be introduced first to use EIS as their daily activities. She stated, "not only the content or materials... but also the tools and strategies...". These EIS activities function to offer learners with a more natural and authentic linguistic environment in which they can apply what they have got in the class; also provide more opportunities for learners to improve their autonomous learner abilities. Once students control their own learning, to make appropriate learning plans, and begin to learn actively; whether this learning initiate coming from teacher or not; it will give an effect to the learners, such as: consciousness to improve language learning will arise and their language ability will meaningfully improve (Xiao & Luo, 2009). This effect cannot be separated with the effort of student to do several

activities that have been proposed by Inayati (2015). Here is the bridge to deeper information about the EIS activities.

#### **2.1.2.1 EIS Activities and Types of EIS**

EIS activity is the way of student's effort in order to improve their English skill. This activity has purpose to resolve the English limited exposure of student. As Inayati (2015) asserted, the role of teacher in this activity was none, nevertheless to make student do this activity, it must be encouragement by the teacher. Several activities that Inayati (2015) purposed have divided into two types, in which based on two Basic English skills, which are: Receptive Skill (Reading and Listening) and Productive Skill (Writing and Speaking). These activities such as: reading articles in English (Reading – Receptive Skill), listening to English-language songs (Listening – Receptive Skill), speaking with friends in English (Speaking – Productive Skill), etc. This activity has completed for some reasons. Here is link to students' reason lies behind EIS activities.

#### **2.1.2.2 Students' Reason behind EIS Activities**

Before, whilst, or after EIS activity, there must be some thought or motive about this activity. That is why, student did not come from zero reason and perspective, but they had numerous thought about EIS activity (Inayati, 2015). This notion is line with Yiwen (2016) who purposed a number of reasons behind student EIS activities, which are:

1. Less anxious being judged by others
2. Less opportunities to practice English with others
3. Lack of knowledge about English

## **2.2 Mentoring Program 2015 at University of Muhammadiyah Malang**

There is no denying, that mentoring has significant affect especially in education field (Fletcher & Mullen, 2012; Delaney, 2012 cited by Hernandez & Prudencio, 2015). According to Inzer & Crawford (2005), mentoring in English Language Teaching is one of the type of formal mentoring. This type including the participants from the teacher and students. In educational field, the quality of teacher must be considered as one of the way for increasing the quality of education.

There will always be a renewal or innovation or upgrading to keep on the new era or period especially in educational field. The most concern issue in educational field is the root of entirely learning process names curriculum. This reason above is become the main idea for conducting the new program in English Language Education Department (ELED) in University of Muhammadiyah Malang namely Mentoring Program. As the 2016 Mentoring Report book mentioned, this program was cooperating with NUS (National University in Singapore) and TEMASEK Foundation, have an idea to develop the curriculum in every Muhammadiyah University in Indonesia.

Mentoring Program itself could become a support system to encourage student competence, and help the student whose looking for enhancing knowledge and personal career development (Prudencio & Hernandez, 2015). Furthermore, they stated that mentoring is an alternative way to education. This statement is in line with the aimed of the Mentoring Program that proposed by ELED. The idea of intensive learning in Mentoring Program is focused on three pilot project: EIS,



Presentation, and Debate. Those three project covered on enhancing speaking skill and acquiring language independently. In order to improve student cognitive, MP provided the idea about Presentation (Pecha Kucha) and Debate, meanwhile it is balance with the learning strategy that improve the student affective by allowed the student to take their responsibility in learning process (Mentoring Report Book, 2016).

In MP, there is a mentor and mentees. The mentors were the one who take charge to guide and encourage the mentees. There is mentees also, new students of English Language Education Department at second semester that become the centre and main idea this program was born. As Mentoring Report Book stated, EIS itself is one of the three pilot projects in the Mentoring Program. This Program is focused on independent study that mentees did. Those mentees did EIS in the first and second week of MP, which the first week formed to introduce about EIS, and make an engage between the mentor and mentees. The mentor forced the mentees to scrape their knowledge and their understanding toward EIS. Thus, it helped the mentees to do EIS and then report their EIS to the mentor in every week.